DOCUMENT RESUME

ED 328 101 FL 800 232

AUTHOR Marquez, Ely J.
TITLE Integrated Cultural and Communicative Skills for Beginners in English-As-A-Second-Language (ICCS) English.
INSTITUTION Philadelphia Community Coll., PA.
PUB DATE Jun 90
NOTE 32p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Behavioral Objectives; *Communicative Competence (Languages); Community Colleges; Course Content; Course Descriptions; *English (Second Language); Instructional Materials; *Intercultural Communication; Limited English Speaking; *Literacy Education; Pragmatics; Student Evaluation; Two Year Colleges
IDENTIFIERS *Community College of Philadelphia PA

ABSTRACT

The community college course outlined in this paper emphasizes listening, speaking, pragmatics, reading, and writing for non-native speakers of English who have had little or no exposure to the language. The aim of the course is to improve student language skills that will enhance academic success and persistence. An introductory section describes the course format, student evaluation procedures, and course evaluation and revision processes. The introduction is followed by a list of general student performance goals, a topic outline and course schedule for three days of the first week, a bibliography of required and supplemental texts, and overall and specific performance objectives for each of seven course-level topics, including: life skills (numbers, letters, and dates, survival communication, appropriate use of names and greetings); pragmatic skills (conversation and social interpersonal skills); cultural literacy (global and United States geography, United States government, history, education, economics, expressions and adages); structural skills (verb tenses, modifiers, elementary grammar and syntax); reading and comprehension; writing; and aural-oral skills (pronunciation, suprasegmentals, narration, and comprehension). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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COMMUNITY COLLEGE OF PHILADELPHIA

COURSE TITLE: Integrated Cultural and Communicative Skills for Beginners in English-As-A Second Language (ICCS)
English

COURSE DESCRIPTION: An integrated course in cultural and communicative skills (listening, speaking, pragmatics, reading and writing for non-native speakers of English who have had very little previous exposure to the English language or none at all.

PREREQUISITE: Student must place below ESL 071/ 081/091 entrance level

SCHEDULING: 12-4-12

ENROLLMENT: 20 Students Per Class

COURSE WRITER: Ely J. Marquez

DATE: June 1990
(February 1988)

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Integrated Cultural and Communicative Skills for
Beginners in English-As-A-Second Language
English

## STATEMENT OF PURPOSE

A large percentage of non-English speaking students at Community College of Philadelphia are not ready to perform successfully in present English-As-A-Second Language (ESL) courses. Some have not acquired minimal skills in reading and writing and can hardly speak English at all. Although they may be physically and conceptually mature, these students are not yet fully equipped culturally. Bringing such students to level 1 performance in ESL skills is this course's contribution.

The College mission to serve the community, augmented by its commitment not to overlook minorities, called for this course to serve these students. By providing an introductory course on ways of citizenship and American society in general, integrated with practice in basic functional literacy and cultural skills, we fulfill our mission and reiterate our commitment to Philadelphia's diverse peoples and progressive future.

Each student in this course receives a copy of the learning goals, topics and objectives. Reading, writing, listening, speaking and discussion are required and positively reinforced. Success of these students in college culture supports the academic programs in which they enroll following this course. Retention is encouraged by this providing of appropriate structured learning experiences to facilitate beginning students' progress. Individuals, following successful completion of this course, are more likely to stay in school, perform acceptably and complete their academic program at this College.

"Integrated Cultural and Communicative Skills for Beginners in English-As-A-Second Language" adapts to realities and students' immediate and long range goals and needs.

Integrated Cultural and Communicative Skills for
Beginners in English-As-A-Second Language
English

**COURSE DESCRIPTION:**

The class meets three times each week, four hours a day. There is an additional hour in the learning lab. It integrates acquisition of listening, speaking, and structural, pragmatic, reading and writing skills, cultivating awareness of American ways and attitudes. It ends with a mastery of basic vocabulary and sentence structures.

The Language Experience Approach is heavily relied upon for the teaching of reading and writing on the assumption that students learn these skills best when they recognize the fact that what they can say, they can write, and what they can write, they can read. As mature individuals who have vastly different experiences, they have large reserviors of experiences to draw from, write and read about. Thus, they are taught to read and write using their own words and experiences. Dialog journals and self-paced silent reading are regular activities of the course.

The Learning Lab hours are devoted to individualized instruction and self paced work on vocabulary, spelling, word classes, sentence types and cultural modules. Audio visual materials and computer programs for English-As-A-Second Language (ESL) are made available in the lab.

**STUDENT EVALUATION:**

During each semester formative evaluations monitor the progress of students. A summative evaluation to gauge success is conducted at the semester end. Formal reading and writing proficiency are evaluated by teacher-made integrative tests based on reading materials used.

Overall proficiency in reading readiness, as signified by the student's ability to recognize sight words, make guesses in meaning and grasp main ideas, is measured by Cloze tests and other tests on chronological order and inference. Summaries are use to test both comprehension and writing ability. Some discrete point tests are used to assess specific grammatical structures during the year, but not for final evaluation.

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The 091 final examination is the concluding measure of individual writing performance. Results determine placement (either in 091 or 092) for the following semester.

**COURSE EVALUATION:**

A comparison of student scores at the time of placement into the course and scores on the same type of test at the end of the semester are made. Success is measured by the number of students who exhibited high levels of achievement in the skills enumerated above as goals of the course. Numerically, success is measured by the number of students who go into English-As-A-Second Language (ESL) 071/081/091 or into 072/082/092.

Follow-up of students continues over three subsequent semesters. Their performance is compared with those of the entire ESL student population.

**COURSE REVISION:**

The course will be revised as needed, following annual reviews of student performance.

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## GOALS

The student will:

1. pronounce, read, write and use individual words and basic sentence patterns appropriately in and out of context.
   (CLO I, II, III, IV and V)

2. learn to communicate with English speaking natives comprehensibly and intelligently.
   (CLO III)

3. understand American culture, recognizing basic similarities and differences in expectations between cultures other than one's own.
   (CLO III)

4. express personal experiences, perspectives and points of view in writing.
   (CLO IV)

5. read and write materials at level 4 of the Longman's Structural Series.
   (CLO V and VI)

Integrated Cultural and Communicative Skills for
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English

TOPIC OUTLINE AND COURSE SCHEDULE

**WEEK I**

**Day 1:**

A. Pragmatic Skills
   1. Use and respond to greetings.
   2. Tell one's name and ask for names of others.
   3. Use and respond to **who, what** and **where.**

B. Structural Skills
   1. Use "I'm going to" and "place."
   2. Use prepositions **to** and **at.**

C. Cultural Literacy Items
   1. Use school vocabulary lists.
   2. Locate and describe continents and countries of origin of class members.
   3. Locate and describe the fifty states in the United States of America.

D. Reading Skills
   1. Memorize sight words, e.g., **to, at, the.**
   2. Learn vocabulary relating to the community, e.g., supermarket, post office, bus stop.
   3. Name countries and states.

E. Writing Skills
   1. Write names of countries, etc., using capital letters.
   2. Write vocabulary items learned in reading and culture components.

F. Aural-Oral Skills
   1. Use stress in place names learned.
   2. Use intonation in greeting and response to greetings.

G. Materials
   1. Speak English!
   2. Write English!
   3. Globe and world maps

Integrated Cultural and Communicative Skills for
Beginners in English-As-A-Second Language
English
Topic Outline and Course Schedule

**WEEK I**
**Day 2:**

A. Life Skills
   1. Learn numerals 0 to 9.
   2. Learn addresses, phone numbers, social security numbers, and zip codes.

B. Pragmatic Skills
   1. Express greetings.
   2. Ask and tell addresses, phone numbers, social security numbers, and zip codes.

C. Structural Skills
   1. Use present form of **be**.
   2. Use plurals of nouns.
   3. Use pronouns **my** and **your**.

D. Cultural Literacy Items
   1. State forms of address: **sir** and **madam** in written versus spoken mode, **Mr.**, **Miss**, and **Mrs.**
   2. Use first, last and nicknames.

E. Reading Skills
   1. Read American names.
   2. Read post office vocabulary.
   3. Read envelopes for names and addresses.
   4. Reorganize and read post office vocabulary.

F. Writing Skills
   1. Write numerals 0 to 9.
   2. Write vocabulary items learned in reading and culture components.
   3. Write simple sentence using:
      a. "I am _____."
      b. "My social security number is _____."
      c. "My address is _____."
   4. Address envelopes in conventional format.

Integrated Cultural and Communicative Skills for
Beginners in English As-A-Second Language
English
Topic Outline and Course Schedule

G. Aural-Oral Skills
   1. Pronounce consonant endings in the names of numbers.
   2. Use stress stating American names
   3. Use intonation for questions with **what, who,** and **where.**

H. Materials
   1. Speak English!
   2. Write English!
   3. Cancelled envelopes

**WEEK I**
**Day 3:**

A. Life Skills
   1. Recognize and follow traffic signs and signals.
   2. Ask for and tell time.

B. Pragmatic Skills
   1. Use and respond to **who, what, where** (continued).
   2. Ask for and give time by the hour.
   3. Use and respond to **how.**
   4. Use **to** and **from** in telling time.

C. Structural Skills
   1. Use simple present in first person and third person singular.
   2. Use informal future **be, going to** and verbs.
   3. Use pronouns **I, he, she,** and **it.**

D. Cultural Literacy Items
   1. Locate and describe major cities in the United States and in other countries.
   2. Locate and describe major landmarks in some countries, e.g., **Angkor Wat, Mohenjo-daro, Chichen Itza** and **Axum.**
   3. Use "adages" with third person present tense.

E. Reading Skills
    1. Read names of countries and cities.
    2. Read names of landmarks.
    3. Read adages
        a. "Practice makes perfect."
        b. "Haste makes waste."
        c. "Love makes the world go round."
        d. "Time heals all wounds."

F. Writing Skills
    1. Write material learned in reading.
    2. Write sentences describing daily activities.

G. Aural-Oral Skills
    1. Use "stress" in pronouncing names of cities, countries and landmarks.
    2. Use -s endings in nouns (plural) and verbs (third person present).

H. Materials
    1. Speak English!
    2. Write English!
    3. Looking at American Signs
    4. Globe and maps

## BIBLIOGRAPHY

**Required Texts:**

Corley, Mary Ann and Joseph M. Coyle. Speak English!, Text One. New York: National Textbook Co., 1985.

Royce, Sherry and Doris Zook. Read English. New York: National Textbook Co., 1985.

Weitz, Barbara S. Speak English!, Workbook One. New York: National Textbook Co., 1985.

Weitz, Barbara S. and Margaret A. Gall. Write English!, Book One. New York: National Textbook Co., 1986.

**Supplementary Texts:**

Corley, Mary Ann and S. Steurer. Speak English!, Basic Beginner Book. New York: National Textbook Co., 1985.

English Survival Series: Building Vocabulary, Book A
Identifying Main Idea, Book A
Reorganizing Detail, Book A
Using the Context, Book A
Writing Sentences and Paragraphs, Book A

Huisenga, Jann. From the Start. Beginning Listening, Book 1. New York: Longman, Inc., 1987.

Huisenga, Jann. Looking at American Signs. New York: National Textbook Co., 1982.

Other materials are available in the Learning Lab for individual use or instruction. Students will have choices of activities and materials during every session in the Learning Lab. Additionally, students are encouraged to visit and use the Educational Resource Center Library and neighborhood public libraries.

Integrated Cultural and Communicative Skills for
Beginners in English-As-A-Second Language

Course Level Objective I: Life Skills

The student will review, practice and master life skills including basic English language usage in classroom and actual social situations.

Intermediate Performance Objectives:

The student will:

1. alphabetize an English word list.
2. read and organize cardinal and ordinal numbers.
3. tell the time and date.
4. read and write days of the week and months of the year.
5. differentiate first and last names, male and female names, real and nicknames.
6. count and change money.
7. read and write to complete identification and application forms.
8. read advertisements on sales, jobs, rental apartments and houses for rent or sale.
9. read and follow road signs and signals.
10. read road and city maps, demonstrate using a globe.
11. read a restaurant menu.
12. order, make change and pay at a fast-food restaurant.
13. use telephone and store directories.
14. use a telephone to: identify self when calling, say "good-bye," take a message, acknowledge a wrong number and ask for information.
15. use the post office, buying stamps and postcards, mailing packages to United States cities and abroad.

16. talk to a nurse and doctor: describing problem(s) or symptoms of an ailment, ask for advice and make, change or cancel an appointment.

17. ask a doctor or nurse to describe and explain an illness.

18. explain to a doctor or nurse reluctance to take medication.

19. obtain a prescription at a drugstore.

20. ask for proper prescription instructions.

21. ask if a substitute medication would be acceptable.

22. go shopping, comparing prices of items at a supermarket.

23. use manufacturers' coupons when shopping.

24. open a bank savings or checking account, or both.

25. fill out bank deposit and withdrawal slips.

26. apply for a bank loan.

27. read, describe, and explain weights and measures.

28. read, describe, and explain body and weather thermometers.

29. apply for a driver's license.

30. fill out a job application form.

31. ask for a description of a job advertised in a newspaper, posted, or mentioned by a friend.

32. describe personal abilities and experiences relating to a desired job.

33. address envelopes in the conventional way, providing return and forwarding addresses.

34. recognize and use titles: Mr., Mrs., Dr., and Miss (but not <u>teacher</u>).

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Beginners in English-As-A-Second Language
English
Course Level Objective I: Life Skills

35. use first names appropriately in conversations with native Americans.

36. demonstrate skill following spoken and written directions and instructions in school and work situations.

37. ask for instructions or repetition of instructions at school or at work.

39. explain why instructions have sometimes not been followed.

40. suggest alternative ways of doing school and work tasks.

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Course Level Objective II: Pragmatic Skills

The student will develop pragmatic skills, demonstrating appropriate English language use in specific contexts.

Intermediate Performance Objectives:

The student will:

1. properly introduce self to others.
2. ask others' names and countries of origin appropriately.
3. introduce people to each other.
4. greet and appropriately respond to formal and informal greetings.
5. state personal information in addition to one's name.
6. demonstrate agreement or disagreement with positions expressed by others.
7. talk about feelings (sadness, happiness, worry, insult, hurt, embarrassment, weakness, powerlessness, shame and confusion).
8. ask for information using the terms "who," "what," "where," "when, "why," and "how."
9. give information in response to questions asking "who," "what," "where," "when," "why," and "how."
10. verify information by repeating it to the giver and requesting confirmation.
11. ask another person to repeat something not understood at school or work.
12. offer, accept or reject an offer to help.
13. say "thank you" and respond when others use the same expression.

Integrated Cultural and Communicative Skills for
Beginners in English-As-A-Second Language
English
Course Level Objective II: Pragmatic Skills

14. request and give directions relating to a work task.

15. request and repeat information received but not clearly understood.

16. give impersonal commands.

17. start a conversation.

18. interrupt during a conversation.

19. say good-bye.

20. talk about the weather.

21. express and accept apoligies and regrets.

22. explain having done something different from promises and expectations.

23. express admiration and praise.

24. express surprise and delight.

25. describe personal wishes and needs in community, school and work.

26. request opinions of others, and express personal opinions in community, school, and work contexts.

27. demonstrate appropriate suggestions and acceptance or rejection from others.

28. demonstrate appropriate ways of accepting and rejecting others' suggestions.

29. congratulate someone else and accept congratulations.

30. extend an invitation to others.

31. accept or decline an invitation.

32. discuss personal life and career plans.

Integrated Cultural and Communicative Skills for
Beginners in English-As-A-Second Language
English
Course Level Objective II: Pragmatic Skills

33. make predictions and estimate probabilities regarding activities planned.

34. pay and acknowledge compliments.

35. describe someone to another.

36. describe a place.

37. relate a story

Integrated Cultural and Communicative Skills for
Beginners in English-As-A-Second Language

Course Level Objective III: Cultural Literacy Skills

The student will expand individual cultural background knowledge, schema, developing ability to understand and interpret reading materials basic to elementary understanding of the United States western hemisphere, American and global worlds.

Intermediate Performance Objectives:

The student will demonstrate knowledge, understanding and skills in describing concepts of:

1. **Global Hemispheric and National Geography:**

    Continents of the world
    Major countries in the continents
    Capitals of major countries and countries and people represented in class (geographic locations and landmarks, e.g., Angkor Wat in Cambodia, Chichen Itza in Mexico, Mohenjo-daro in Pakistan, and Axum in Ethiopia)
    Major cities in the United States, especially Pennsylvania, New Jersey and Delaware, Philadelphia, its neighborhoods
    Districts and other cities in Pennsylvania including Harrisburg, Lancaster, Pittsburgh, Valley Forge and Wilkes Barre.

2. **the United States of America:**

    "America, The Beautiful"
    "God Bless America"
    Uncle Sam
    Stars and Stripes
    Labor Day
    Memorial Day
    Statue of Liberty
    Liberty Bell
    war on poverty
    work ethnic
    yankee

Integrated Cultural an Communicative Skills for
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English
CLO III: Cultural Literacy Skills

3. **United States Government:**

president
vice-president
White House
Capitol Hill
Congress
Senate
senators
House of Representatives
congressmen
District of Columbia
The Supreme Court
governor
mayor
Department of Education
Department of Housing and Urban Development (HUD)
Immigration and Naturalization Service
citizenship
emigrant
immigrant
passport
visa
Selective Service
affirmative action
CIA
civil liberties
civil service
democrat
Democrat Party
republican
Republican Party
elections
voting

4. **United States History:**

American Indians
1492
Americus Vespucci
Christopher Columbus
Age of Exploration
The Mayflower
founding fathers

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Beginners in English-As-A-Second Language
English
CLO III: Cultural Literacy Skills

Pilgrims
13 colonies
Thanksgiving Day
William Penn
Benjamin Franklin
Revolutionary War
Paul Revere
Boston Tea Party
George Washington
Thomas Jefferson
nationalism
patriotism
1776 Declaraction of Independence
Articles of Confederation
United States Constitution
Bill of Rights
freedom of speech, religion and press
slavery
The Civil War
confederacy
Abraham Lincoln
Emancipation Proclamation
underground railroad
discrimination
The Civil Rights Movement
civil rights
Martin Luther King
segregation
desegregation
John F. Kennedy
Robert F. Kennedy
Lyndon B. Johnson
The Vietnam War
Richard Nixon
Gerald Ford
Jimmy Carter
Ronald Reagan
George Bush
"Perestroika"

5. **United States Education:**

school
college
university
elementary school
junior and senior high school
first to twelfth grades
courses: Language Arts, Social Studies, Arithmetic, etc.
homeroom
homeroom teacher
School Board
parent-teacher conference
Parent-Teacher Association (PTA)
principal
counselor
truant officer
advisor
tutor
letter and number grades
academic year
breaks: semestral, Easter, Christmas, Spring
course
subject
credit hour
curriculum
Financial Aid
admission: application, registration, withdrawal
degrees: Bachelor's (B.S. and B.A.), Master's (M.S. and M.A.), Doctorate (Ed.D, LL.D., Ph.D., D.O., M.D.)
resume
vita
protfolio

6. **World, United States Regional and Local Economic Realities and Practicalities:**

salary
wages
cost-of-living allowance
fringe benefit
insurance
standard of living

take-home pay
pay check: gross and net pay
income tax
city tax
state tax
withholding tax
tax deduction
banks: full service bank, savings and loan, personal loan, car loan, mortgage loan, deposit, interest, withdrawal, checking account, checks, saving account, passbook, creditor, debtor, credit rating
I.O.U.
greenback
down payment
installment buying
installment payment
charge
charge card
warranty
guarantee
lease
rent
safety deposit
references
equal opportunity
Social Security
Workmen's Compensation
affirmative action
strike
walk-out

Integrated Cultural and Communicative Skills for
Beginners in English-As-A-Second Language
English
CLO III: Cultural Literacy Skills

**Expressions and Adages:**

A. "There is," "There are"

"There is no place like home."
"Where there's a will, there's a way."
"Where there is life, there is hope."
"Where there is smoke, there is fire."

B. "Be"

"Beauty is only skin deep."
"Experience is the best teacher."
"A friend in need is a friend in deed."
"Honesty is the best policy."
"Knowledge is power."
"A man's house is his castle."
"A penny saved is a penny earned."
"Seeing is believing."
"A thing of beauty is a joy forever."
"Two heads are better than one."
"Two is company, three is a crowd."
"No man is an island."
"No news is good news."
"All that glitters is not gold."
"What will be, will be."

C. Present Verb Form using -s

"The early bird catches the worm."
"Haste makes waste."
"Love conquers all."
"A stitch in time saves nine."
"Love makes the world go round."
"Early to bed and early to rise, makes a man
healthy, wealthy, and wise."
"God helps those who help themselves."
"Practice makes perfect."
"Time heals all wounds."

D. Present Verb Form with Plural Subjects

"Birds of a feather flock together."
"Too many cooks spoil the broth."

E. Imperatives

"Ask not what your country can do for you, but rather, ask what you can do for your country."
"Do unto others as you would have others do unto you."
"Love thy neighbor as thyself."
"Eat, drink and be merry, for tomorrow we die."
"Forgive and forget."
"Give me liberty, or give me death."
"Hitch your wagon to a star."
"If at first you don't succeed, try try again."
"Live and learn."
"Live and let live."
"Look before you leap."
"Never say die."
"Spare the rod and spoil the child."

F. Negative Imperatives

"Don't count your chicks before they're hatched."
"Don't judge a book by its cover."
"Don't put all your eggs in one basket."
"Don't put the cart before the horse."

G. "Can" and Negative "Can"

"You can lead a horse to the water, but you can't make him drink."
"You can't fit a square peg in a round hole."
"You can't have your cake and eat it too."
"You can't serve God and mammon."
"You can't teach an old dog new tricks."

Integrated Cultural and Communicative Skills for
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Course Level Objective IV: Structural Skills

The student will use English language structures in appropriate contexts, demonstrating writing and speaking skills with articles, conjunctions, demonstratives, existentials, tenses, adverbs modals, and nouns.

Intermediate Performance Objectives:

The student will demonstrate written and spoken uses of:

1. articles "a/an" versus "0" with count and non-count nouns.
2. article "the" with nouns in contrast to "a/an" and "0."
3. conjunctions "and," "but," "or," "because."
4. demonstratives "this/these" and "that/those."
5. existentials "there is" and "there are."
6. forms of "be" in present and past tenses:
   A. "be" in sentence types: subject + "be" + noun
      subject + "be" + adjective
      subject + "be" + adverb of place
   B. negatives with "be"
   C. yes-no questions with "be"
   D. answers to question with "be"
   E. contractions with (negative) "be."
7. frequency adverbs "sometimes," "usually, "always," "often," "never."
8. future tense including the phrase "be going to" plus a verb and with "will" plus a verb.
9. modals "can," "could," "would," "must/need," "to/have to."
10. common and proper; count and non-count; singular and plural nouns.

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Course Level Objective IV: Structural Skills

11. possessive "'s."

12. prepositions: "in," "on," "from," "to," "for," "of," "behind," "in front," and "between."

13. pronouns in subject position, in object position and in possessive case.

14. quantifiers "some" and "any."

15. questions "who," "what," "where," "when," "why," "how," "how much," "how many," "how old, tall, long, etc.," and "what "time." (Answers to wh questions.)

16. regular and most frequent irregular verbs in present and past tenses:
    A. yes-no questions with "do/does/did"
    B. answers to yes-no questions with "do/does/did"
    C. negatives with "do/does/did"
    D. negative questions and answers with "do/does/did"
    E. contractions with negative "do/does/did."

17. sentence types:
    subject + "be" + noun
    adjective
    adverb place
    subject + verb intransitive + adverb of place
    + adverb of manner
    subject + verb transitive + object + adverb of plural
    + adverb of time

In addition, students will recognize and know the meaning of the structures below, but will not be expected to use them.

18. adverbial clauses with "when" and "where."

19. common prefixes and suffixes like "un-," "im-," "il/-ir," "-able/-ible," and "-tion."

20. relative clauses with "who," "which," and "that."

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Course Level Objective V: Reading Skills

The student will demonstrate English language reading skills in practical situations including reading symbols, words, signs, signals, numbers, maps, clocks, calendars, words, directions, instructions, prescriptions, employee forms, license applications, directories, manuals, and captions.

Intermediate Performance Objectives:

The student will:

1. alphabetize word lists and names.
2. read road signs and traffic signals.
3. read ordinal and cardinal numbers.
4. read road maps.
5. read time and the calendar.
6. read initial 800 basic vocabulary.
7. match spoken words with written words.
8. read and follow written travel directions.
9. read and follow instructions in class, and at work.
10. read and follow caution signs and job instructions.
11. read and fill personal data sheets.
12. read and fill out forms: financial aid application forms, school registration forms, job application forms, rental forms, bank forms, and application forms for a driver's license.
13. read and use telephone and store directories.
14. read cartoon and picture captions, building and store names.

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English
CLO V: Reading Skills

15. read menus, advertisements and advertisers' coupons.

16. read name brands of basic commodities, and household necessities.

17. read travel schedules (bus, train and airline), and rates.

18. read notes and informal letters.

19. read sentences, putting them in correct chronological order.

20. read descriptions of people, places and events using articles and travel brochures.

21. read children's stories, fables, and descriptions of famous people's lives.

22. interpret and use guide words in descriptions and narrations.

23. identify and explain the main idea of a short paragraph.

24. identify details in a short paragraph.

25. identify and interpret some grammatical endings and their meanings ("-ed" for past time, "-er" for doer of action indicated, "-ly" for manner of action indicated, etc.).

26. distinguish nouns from verbs from adjectives in sentences.

27. use one's knowledge from personal background and experience to understand a description or narration.

28. read stories, re-telling them to others.

29. use each of the major sections of a dictionary.

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Course Level Objective VI: Writing Skills

The student will demonstrate writing skills at the ESL 1 or higher level.

Intermediate Performance Objectives:

The student will:

1. use capital letters for proper nouns and in the beginning of sentences.
2. use periods, question marks, and commas appropriately in sentences.
3. write original sentences describing people, objects, and places.
4. write original sentences telling of personal daily activities and those of others.
5. write original sentences telling of past and future actions.
6. keep a diary, using notes and sentences.
7. write notes to friends and co-workers.
8. write return and forwarding addresses on envelopes and postcards.
9. write postcards and informal notes to family and friends.
10. write a paragraph with proper margins and indentation.
11. write a paragraph with one main idea and two or three details.
12. write a paragraph describing an incident or story.

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13. write a paragraph describing people, places, events, and objects.

14. re-write a story read and then express the tale in one's own words.

15. write a story heard orally.

16. spell basic vocabulary words accurately.

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Course Level Objective VII: Aural-Oral Skills

The student will correctly pronounce English words with some degree of accuracy and will produce formulaic as well as new sentences with some degree of ease and spontaneity.

Intermediate Performance Objectives:

The student will:

1. pronounce names of people, places, events, and landmarks.
2. pronounce numbers accurately, stating personal social security number, address and a home telephone number understandably to others.
3. pronounce basic words learned in "Reading/Writing."
4. use proper stresses for the same basic vocabulary.
5. use the right intonation patterns requred by various skills acquired under "Pragmatics."
6. use the right intonation for wh- questions, yes-no questions and statements.
7. be able to hear and mark "stress" in words.
8. write words and sentences from dictation provided in "Reading/Writing."
9. communicate with classmates, teachers, co-workers, doctors, nurses, and others, using basic structures learned from "Pragmatics/Structures."
10. read personal writings aloud to classmates.
11. read text stories aloud to others.
12. ask questions about stories heard or read.
13. read and re-tell a story without looking at the text.

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Course Level Objective VII: Aural-Oral Skills

14. write and re-tell a personally written story without notes, or documents.

15. re-tell a story heard from another, crediting that person as the source.